

## HENRY E. BONNER ELEMENTARY

171 Macedonia Foxes Circle  
Moncks Corner, SC 29461

**GRADES** K-4 Elementary School

**ENROLLMENT** 673 Students

**PRINCIPAL** Melvin K. Rose 843-899-8950

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-899-8602

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

|           |      |         |               |                |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 3         | 44   | 54      | 2             | 0              |

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

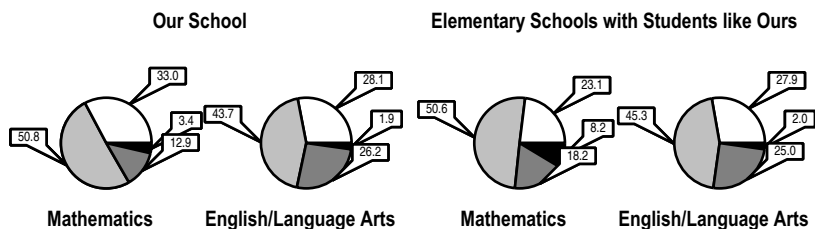
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|      | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Average                | Below Average             | N/A                             |
| 2002 | Average                | Below Average             | N/A                             |
| 2003 | Average                | Below Average             | No                              |
| 2004 |                        |                           |                                 |

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|   | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|   | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|   | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | <b>Teachers</b> | <b>Students</b> | <b>Parents</b> |
|--|-----------------|-----------------|----------------|
| Number of surveys returned                             | 43              | 135             | 97             |
| Percent satisfied with learning environment            | 78.0%           | 86.7%           | 88.2%          |
| Percent satisfied with social and physical environment | 86.0%           | 84.4%           | 70.5%          |
| Percent satisfied with home-school relations           | 55.0%           | 83.7%           | 90.6%          |

PACT PERFORMANCE BY GROUP

|                                | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts          |                                  |          |               |         |              |            |                              |                 |
| All students                   | 282                              | 99.6     | 28.1          | 43.7    | 26.2         | 1.9        | 28.1                         | 17.6            |
| Gender                         |                                  |          |               |         |              |            |                              |                 |
| Male                           | 142                              | 100.0    | 34.4          | 41.2    | 23.7         | 0.8        | 24.4                         | 17.6            |
| Female                         | 140                              | 99.3     | 22.0          | 46.2    | 28.8         | 3.0        | 31.8                         | 17.6            |
| Racial/Ethnic Group            |                                  |          |               |         |              |            |                              |                 |
| White                          | 192                              | 100.0    | 25.0          | 40.8    | 31.5         | 2.7        | 34.2                         | 17.6            |
| African-American               | 82                               | 98.8     | 37.8          | 48.6    | 13.5         | N/A        | 13.5                         | 17.6            |
| Asian/Pacific Islander         | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Hispanic                       | 5                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| American Indian/Alaskan        | 1                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Disability Status              |                                  |          |               |         |              |            |                              |                 |
| Not disabled                   | 227                              | 99.6     | 18.5          | 47.9    | 31.3         | 2.4        | 33.6                         | 17.6            |
| Disabled                       | 55                               | 100.0    | 67.3          | 26.9    | 5.8          | N/A        | 5.8                          | 17.6            |
| Migrant Status                 |                                  |          |               |         |              |            |                              |                 |
| Migrant                        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-migrant                    | 282                              | 99.6     | 28.1          | 43.7    | 26.2         | 1.9        | 28.1                         | 17.6            |
| English Proficiency            |                                  |          |               |         |              |            |                              |                 |
| Limited English proficient     | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-limited English proficient | 282                              | 99.6     | 28.1          | 43.7    | 26.2         | 1.9        | 28.1                         | 17.6            |
| Socio-Economic Status          |                                  |          |               |         |              |            |                              |                 |
| Subsidized meals               | 174                              | 99.4     | 32.5          | 48.8    | 18.8         | N/A        | 18.8                         | 17.6            |
| Full-pay meals                 | 108                              | 100.0    | 20.6          | 36.3    | 38.2         | 4.9        | 43.1                         | 17.6            |

|                                |     |       |      |      |      |     |      |      |
|--------------------------------|-----|-------|------|------|------|-----|------|------|
| Mathematics                    |     |       |      |      |      |     |      |      |
| All students                   | 282 | 100.0 | 33.0 | 50.8 | 12.9 | 3.4 | 16.3 | 15.5 |
| Gender                         |     |       |      |      |      |     |      |      |
| Male                           | 142 | 100.0 | 33.6 | 45.8 | 16.0 | 4.6 | 20.6 | 15.5 |
| Female                         | 140 | 100.0 | 32.3 | 55.6 | 9.8  | 2.3 | 12.0 | 15.5 |
| Racial/Ethnic Group            |     |       |      |      |      |     |      |      |
| White                          | 192 | 100.0 | 29.9 | 50.0 | 15.2 | 4.9 | 20.1 | 15.5 |
| African-American               | 82  | 100.0 | 42.7 | 50.7 | 6.7  | N/A | 6.7  | 15.5 |
| Asian/Pacific Islander         | N/A | 0.0   | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| Hispanic                       | 5   | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| American Indian/Alaskan        | 1   | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| Disability Status              |     |       |      |      |      |     |      |      |
| Not disabled                   | 227 | 100.0 | 25.9 | 54.2 | 15.6 | 4.2 | 19.8 | 15.5 |
| Disabled                       | 55  | 100.0 | 61.5 | 36.5 | 1.9  | N/A | 1.9  | 15.5 |
| Migrant Status                 |     |       |      |      |      |     |      |      |
| Migrant                        | N/A | 0.0   | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| Non-migrant                    | 282 | 100.0 | 33.0 | 50.8 | 12.9 | 3.4 | 16.3 | 15.5 |
| English Proficiency            |     |       |      |      |      |     |      |      |
| Limited English proficient     | N/A | 0.0   | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| Non-limited English proficient | 282 | 100.0 | 33.0 | 50.8 | 12.9 | 3.4 | 16.3 | 15.5 |
| Socio-Economic Status          |     |       |      |      |      |     |      |      |
| Subsidized meals               | 174 | 100.0 | 38.5 | 54.0 | 6.8  | 0.6 | 7.5  | 15.5 |
| Full-pay meals                 | 108 | 100.0 | 23.5 | 46.1 | 22.5 | 7.8 | 30.4 | 15.5 |

Abbreviations for Missing Data

|     |                |     |               |     |              |     |                     |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

**PACT PERFORMANCE BY GRADE LEVEL**

|                       |         | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts |         |                                  |          |               |         |              |            |                              |
| 2002                  | Grade 3 | 117                              | N/A      | 24.8          | 47.0    | 27.4         | 0.9        | 28.2                         |
|                       | Grade 4 | 135                              | N/A      | 25.4          | 52.2    | 22.4         | N/A        | 22.4                         |
|                       | Grade 5 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 6 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2003                  | Grade 3 | 138                              | 99.3     | 21.9          | 36.7    | 38.3         | 3.1        | 41.4                         |
|                       | Grade 4 | 144                              | 100.0    | 34.1          | 50.4    | 14.8         | 0.7        | 15.6                         |
|                       | Grade 5 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 6 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

| Mathematics |         |     |       |      |      |      |     |      |
|-------------|---------|-----|-------|------|------|------|-----|------|
| 2002        | Grade 3 | 117 | N/A   | 47.0 | 39.3 | 12.0 | 1.7 | 13.7 |
|             | Grade 4 | 135 | N/A   | 40.7 | 41.5 | 13.3 | 4.4 | 17.8 |
|             | Grade 5 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
| 2003        | Grade 3 | 138 | 100.0 | 24.8 | 53.5 | 17.8 | 3.9 | 21.7 |
|             | Grade 4 | 144 | 100.0 | 40.7 | 48.1 | 8.1  | 3.0 | 11.1 |
|             | Grade 5 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |

SCHOOL PROFILE

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 673)                                |            |                       |  |                          |
| First graders who attended full-day kindergarten | N/A        | N/A                   | N/A  | N/A                      |
| Retention rate                                   | 3.8%       | Up from 2.6%          | 2.7%                                       | 2.4%                     |
| Attendance rate                                  | 95.2%      | Down from 96.4%       | 95.6%                                      | 95.9%                    |
| Meeting grade 1 and 2 readiness standards        | N/A        | N/A                   | N/A  | N/A                      |
| Eligible for gifted and talented                 | 13.3%      | Up from 10.8%         | 11.9%                                      | 13.2%                    |
| On academic plans                                | N/A        | N/A                   | N/A  | N/A                      |
| On academic probation                            | N/A        | N/A                   | N/A  | N/A                      |
| With disabilities other than speech              | 10.2%      | Down from 10.3%       | 8.1%                                       | 8.0%                     |
| Older than usual for grade                       | 1.2%       | Up from 1.1%          | 1.2%                                       | 1.1%                     |
| Suspended or expelled                            | 0.0%       | No change             | 0.0%                                       | 0.0%                     |

|                                       |          |                    |           |           |
|---------------------------------------|----------|--------------------|-----------|-----------|
| Teachers (n= 43)                      |          |                    |           |           |
| Teachers with advanced degrees        | 46.5%    | Up from 44.7%      | 47.1%     | 50.0%     |
| Continuing contract teachers          | 76.7%    | Down from 78.7%    | 86.2%     | 85.3%     |
| Highly qualified teachers             | N/A      | N/A                | N/A       | N/A       |
| Teachers returning from previous year | 79.0%    | Down from 84.1%    | 87.1%     | 86.2%     |
| Teacher attendance rate               | 93.1%    | Up from 92.4%      | 95.2%     | 95.3%     |
| Average teacher salary                | \$39,503 | Up 3.9%            | \$39,468  | \$39,909  |
| Prof. development days/teacher        | 8.5 days | Down from 9.9 days | 11.6 days | 11.4 days |

|                                    |           |                   |           |           |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School                             |           |                   |           |           |
| Principal's years at school        | 3.0       | Up from 2.0       | 4.0       | 4.0       |
| Student-teacher ratio              | 23.2 to 1 | Up from 19.5 to 1 | 18.9 to 1 | 18.9 to 1 |
| Prime instructional time           | 87.3%     | Up from 87.2%     | 89.3%     | 89.7%     |
| Dollars spent per pupil*           | \$6,498   | Up 77.7%          | \$5,711   | \$5,892   |
| Percent spent on teacher salaries* | 63.8%     | Down from 65.7%   | 66.7%     | 66.6%     |
| Opportunities in the arts          | Good      | No change         | Good      | Good      |
| Parents attending conferences      | 99.0%     | No change         | 99.0%     | 99.0%     |
| SACS accreditation                 | yes       | N/A               | yes       | yes       |

\* Prior year audited financial data are reported.

|   | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools  | N/A          | N/A   |
| Highly qualified teachers in high poverty schools | N/A          | N/A   |

| Abbreviations for Missing Data |                |            |               |            |              |            |                     |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| <b>N/A</b>                     | Not Applicable | <b>N/C</b> | Not Collected | <b>N/R</b> | Not Reported | <b>I/S</b> | Insufficient Sample |

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Bonner Elementary School is located in a rural area of Berkeley County and currently serves 720 students from Child Development through Fourth Grade. A diverse population represents our seven surrounding communities. These communities continue to remain actively involved with their students' education and the overall operation of the school.

The Bonner Planning Team (a group consisting of parents, teachers, community leaders, and administrators) met to discuss the current programs and their effectiveness at Bonner. Based on the the Bonner Planning Team's review, a reading resource room for teachers and parents will be created during the 2003-04 school year. Utilizing the school's Title I budget, reading and math inservices will continue, as well as a comprehensive incentive plan for students .

The completion of our new and newly remodeled 126,000 square foot structure was accomplished during the 2002-03 school year. The excitement and expectations for educational opportunities have increased as we are able to move around inside a building as compared to the detached learning cottages we were accustomed to working in just a few years ago.

We will continue striving to provide the best quality education for our students through the use of the latest and most effective teaching strategies in a first class facility with the best staff. The Bonner Family will continue to strive to ensure that "SUCCESS IS OUR ULTIMATE GOAL" for every student!

Melvin K. Rose, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.